



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2009
Code: 10601245
SAU: Freeport School Department
School: Freeport Middle School

Contents of the Report

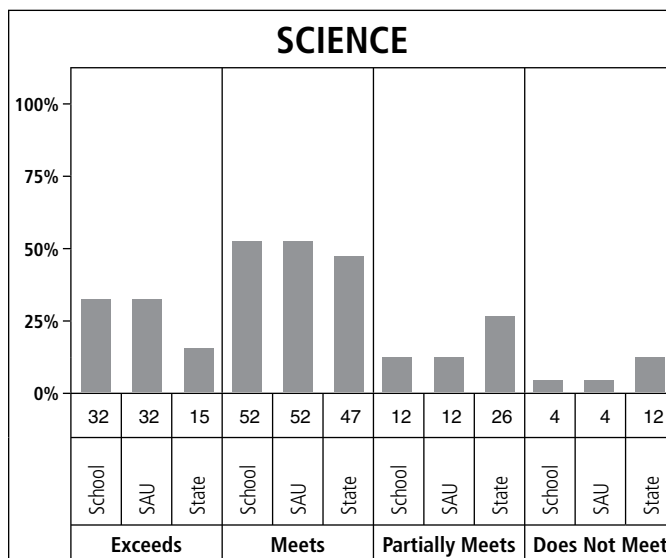
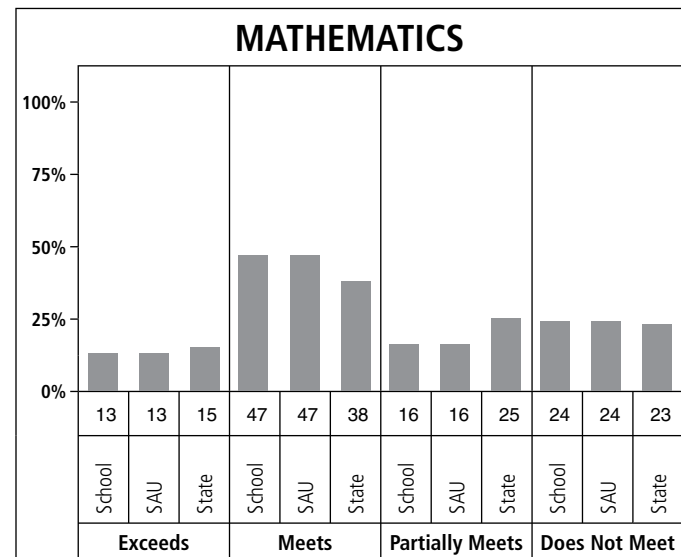
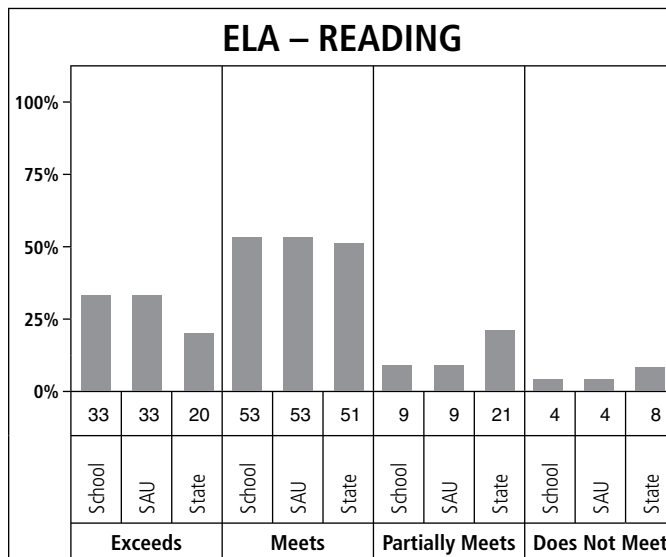
The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science Results	10-12

SUMMARY OF SCORES

Test Date: March 2009
Grade: 8
SAU: Freeport School Department
School: Freeport Middle School

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	852	852	847
2007–2008	851	851	849
2008–2009	856	856	850
Cum. Avg.*	853	853	849
Mathematics			
2006–2007	844	844	842
2007–2008	844	844	841
2008–2009	844	844	843
Cum. Avg.*	844	844	842
Science			
2008–2009 **	854	854	846



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

** Because science standards were reset in May 2009, no historical data are available

SUMMARY OF STUDENT PARTICIPATION

Test Date:	March 2009
Grade:	8
SAU:	Freeport School Department
School:	Freeport Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
							School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	77	100	77	100	14804	100	76	100	76	100	14659	99	76	100	76	100	14653	99	76	100	76	100	14626	99
Ethnicity African American/Black	1	1	1	1	377	3	1	100	1	100	366	97	1	100	1	100	371	98	1	100	1	100	367	97
American Indian or Native Alaskan	1	1	1	1	119	1	1	100	1	100	117	99	1	100	1	100	115	97	1	100	1	100	116	98
Asian or Pacific Islander	2	3	2	3	238	2	2	100	2	100	232	97	2	100	2	100	234	98	2	100	2	100	234	98
Hispanic	0	0	0	0	192	1	0	0	0	0	188	98	0	0	0	0	191	100	0	0	0	0	190	99
Caucasian/White	73	95	73	95	13878	94	72	100	72	100	13756	99	72	100	72	100	13742	99	72	100	72	100	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	11	14	11	14	2489	17	11	100	11	100	2434	99	11	100	11	100	2424	98	11	100	11	100	2418	98
Current LEP	1	1	1	1	349	2	1	100	1	100	331	95	1	100	1	100	342	98	1	100	1	100	338	97
Economically disadvantaged	17	22	17	22	5460	37	16	100	16	100	5380	99	16	100	16	100	5377	99	16	100	16	100	5359	98
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	66	86	66	86	12132	82	66	86	66	86	12124	82	66	86	66	86	12169	82
Identified disability (PET/IEP)	1	2	1	2	379	3	1	2	1	2	380	3	1	2	1	2	425	3
LEP	1	2	1	2	166	1	1	2	1	2	169	1	1	2	1	2	168	1
504 plan	4	6	4	6	200	2	4	6	4	6	200	2	4	6	4	6	202	2
Participation with accommodations	9	12	9	12	2349	16	9	12	9	12	2347	16	9	12	9	12	2288	15
Identified disability (PET/IEP)	9	100	9	100	1877	80	9	100	9	100	1862	79	9	100	9	100	1824	80
LEP	0	0	0	0	158	7	0	0	0	0	167	7	0	0	0	0	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	0	0	0	0	292	12	0	0	0	0	297	13	0	0	0	0	280	12
Participation through alternate assessment (PAAP)	1	1	1	1	178	1	1	1	1	1	182	1	1	1	1	1	169	1
Identified disability (PET/IEP)	1	100	1	100	178	100	1	100	1	100	182	100	1	100	1	100	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	1	1	1	1	32	0	1	1	1	1	34	0	1	1	1	1	38	0
Non-participation – other	0	0	0	0	113	1	0	0	0	0	117	1	0	0	0	0	140	1

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2009
Grade:	8
SAU:	Freeport School Department
School:	Freeport Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	23	24	23	24	2407	16
	2007-2008	23	28	23	28	3428	23
	2008-2009	25	33	25	33	2857	20
	Cum. Total*	71	28	71	28	8692	19
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	51	53	51	53	7494	49
	2007-2008	40	49	40	49	7179	48
	2008-2009	40	53	40	53	7431	51
	Cum. Total*	131	52	131	52	22104	49
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	16	17	16	17	3628	24
	2007-2008	7	9	7	9	2706	18
	2008-2009	7	9	7	9	2979	21
	Cum. Total*	30	12	30	12	9313	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	6	6	6	6	1810	12
	2007-2008	11	14	11	14	1611	11
	2008-2009	3	4	3	4	1214	8
	Cum. Total*	20	8	20	8	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	40.0	71.4	40.0	71.4	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	14.0	70.0	14.0	70.0	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	26.0	72.2	26.0	72.2	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: Freeport School Department
 School: Freeport Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	75	25	33	40	53	7	9	3	4	856	75	33	53	9	4	856	14481	20	51	21	8	850
Ethnicity																						
African American/Black	1										1						362	8	43	29	20	843
American Indian or Native Alaskan	1										1						116	10	46	26	18	843
Asian or Pacific Islander	2										2						231	28	43	19	10	851
Hispanic	0										0						186	17	48	23	12	847
Caucasian/White	71	23	32	39	55	6	8	3	4	856	71	32	55	8	4	856	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	3	30	4	40	3	30	838	10	0	30	40	30	838	2256	2	25	40	34	834
No	65	25	38	37	57	3	5	0	0	859	65	38	57	5	0	859	12225	23	56	17	4	853
Current LEP																						
Yes	1										1						324	5	34	36	26	838
No	74	25	34	39	53	7	9	3	4	856	74	34	53	9	4	856	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	16	3	19	6	38	5	31	2	13	847	16	19	38	31	13	847	5277	10	46	29	15	844
No	59	22	37	34	58	2	3	1	2	859	59	37	58	3	2	859	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	75	25	33	40	53	7	9	3	4	856	75	33	53	9	4	856	14476	20	51	21	8	850
Gender																						
Female	36	16	44	15	42	4	11	1	3	859	36	44	42	11	3	859	7074	25	51	18	6	852
Male	39	9	23	25	64	3	8	2	5	854	39	23	64	8	5	854	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	9	43	35	14	843
No	75	25	33	40	53	7	9	3	4	856	75	33	53	9	4	856	13624	20	52	20	8	850
Gifted/talented program																						
Yes	0										0						700	69	30	1	0	867
No	75	25	33	40	53	7	9	3	4	856	75	33	53	9	4	856	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Freeport School Department

School: Freeport Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	1	20	0	0	2	40	2	40	836	7	20	0	40	40	836	8	8	39	29	24	841
B. less than one hour	33	8	32	15	60	1	4	1	4	856	33	32	60	4	4	856	51	17	53	22	8	849
C. one to two hours	60	16	36	25	56	4	9	0	0	859	60	36	56	9	0	859	36	24	52	18	5	852
D. more than two hours	0										0						5	29	45	18	9	852
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	29	12	55	10	45	0	0	0	0	865	29	55	45	0	0	865	31	35	50	11	4	856
B. good	51	11	29	21	55	4	11	2	5	855	51	29	55	11	5	855	47	16	55	21	7	849
C. fair	19	2	14	9	64	2	14	1	7	849	19	14	64	14	7	849	18	5	47	33	15	842
D. poor	1	0	0	0	0	1	100	0	0	836	1	0	0	100	0	836	3	2	39	37	22	839
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	40	11	37	18	60	1	3	0	0	862	40	37	60	3	0	862	32	27	54	14	5	853
B. They match some of what I have learned.	53	14	35	19	48	5	13	2	5	855	53	35	48	13	5	855	52	18	53	22	8	850
C. They match just a little of what I have learned.	5	0	0	3	75	1	25	0	0	846	5	0	75	25	0	846	12	11	45	29	15	844
D. There is no match.	1	0	0	0	0	0	0	1	100	824	1	0	0	0	100	824	4	6	34	33	26	838
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	8	0	0	3	50	1	17	2	33	839	8	0	50	17	33	839	15	13	42	28	17	844
B. about the same as my regular schoolwork	67	17	34	28	56	4	8	1	2	858	67	34	56	8	2	858	64	19	53	20	7	850
C. easier than my regular schoolwork	25	8	42	9	47	2	11	0	0	859	25	42	47	11	0	859	22	25	52	16	6	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	4	0	0	1	33	1	33	1	33	841	4	0	33	33	33	841	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	48	9	25	20	56	5	14	2	6	853	48	25	56	14	6	853	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	48	16	44	19	53	1	3	0	0	861	48	44	53	3	0	861	40	30	53	13	4	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	39	5	17	18	62	5	17	1	3	852	39	17	62	17	3	852	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	56	20	48	20	48	1	2	1	2	861	56	48	48	2	2	861	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	2	50	1	25	1	25	842	5	0	50	25	25	842	7	12	46	27	15	845
How much time do you spend reading at home each day?																						
A. more than one hour	20	6	40	8	53	1	7	0	0	861	20	40	53	7	0	861	19	26	53	15	6	853
B. 20 minutes to an hour	32	10	42	12	50	1	4	1	4	860	32	42	50	4	4	860	40	25	52	17	6	852
C. less than 20 minutes	12	4	44	4	44	1	11	0	0	857	12	44	44	11	0	857	15	18	51	21	10	849
D. I rarely read at home.	36	5	19	16	59	4	15	2	7	850	36	19	59	15	7	850	26	7	50	30	13	844
How do you feel about the following statement?																						
"My knowledge of reading will be useful to me as an adult."																						
A. strongly agree	48	12	33	21	58	2	6	1	3	858	48	33	58	6	3	858	42	27	51	15	6	853
B. agree	47	13	37	16	46	4	11	2	6	856	47	37	46	11	6	856	50	15	53	23	9	848
C. disagree	5	0	0	3	75	1	25	0	0	849	5	0	75	25	0	849	7	8	46	32	14	843
D. strongly disagree	0										0						2	6	39	35	21	840
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	848	100	0	100	0	0	848						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	8
SAU:	Freeport School Department
School:	Freeport Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	17	18	17	18	1952	13
	2007-2008	14	17	14	17	1657	11
	2008-2009	10	13	10	13	2116	15
	Cum. Total*	41	16	41	16	5725	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	37	39	37	39	5870	38
	2007-2008	38	47	38	47	5956	40
	2008-2009	35	47	35	47	5443	38
	Cum. Total*	110	44	110	44	17269	39
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	15	16	15	16	3982	26
	2007-2008	13	16	13	16	3729	25
	2008-2009	12	16	12	16	3556	25
	Cum. Total*	40	16	40	16	11267	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	27	28	27	28	3534	23
	2007-2008	16	20	16	20	3579	24
	2008-2009	18	24	18	24	3356	23
	Cum. Total*	61	24	61	24	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	29.2	52.1	29.2	52.1	28.6	51.1
A. Number	8	14	4.1	51.3	4.1	51.3	3.7	46.3
B. Data	16	29	9.1	56.9	9.1	56.9	8.9	55.6
C. Geometry	12	21	4.8	40.0	4.8	40.0	5.0	41.7
D. Algebra	20	36	11.2	56.0	11.2	56.0	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: Freeport School Department
 School: Freeport Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	75	10	13	35	47	12	16	18	24	844	75	13	47	16	24	844	14471	15	38	25	23	843
Ethnicity																						
African American/Black	1										1						367	6	24	26	44	831
American Indian or Native Alaskan	1										1						114	5	31	32	32	836
Asian or Pacific Islander	2										2						233	27	33	20	21	847
Hispanic	0										0						190	8	31	26	34	836
Caucasian/White	71	9	13	34	48	11	15	17	24	844	71	13	48	15	24	844	13567	15	38	25	22	843
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	1	10	0	0	9	90	818	10	0	10	0	90	818	2242	2	12	22	63	824
No	65	10	15	34	52	12	18	9	14	848	65	15	52	18	14	848	12229	17	42	25	16	846
Current LEP																						
Yes	1										1						336	6	18	26	51	829
No	74	9	12	35	47	12	16	18	24	843	74	12	47	16	24	843	14135	15	38	25	23	843
Economically disadvantaged																						
Yes	16	1	6	3	19	4	25	8	50	832	16	6	19	25	50	832	5270	6	30	28	36	835
No	59	9	15	32	54	8	14	10	17	847	59	15	54	14	17	847	9201	20	42	22	16	847
Migrant																						
Yes	0										0						5	0	0	40	60	828
No	75	10	13	35	47	12	16	18	24	844	75	13	47	16	24	844	14466	15	38	25	23	843
Gender																						
Female	36	5	14	12	33	7	19	12	33	842	36	14	33	19	33	842	7070	15	39	25	22	843
Male	39	5	13	23	59	5	13	6	15	845	39	13	59	13	15	845	7401	14	36	25	25	842
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	5	25	33	37	835
No	75	10	13	35	47	12	16	18	24	844	75	13	47	16	24	844	13614	15	38	24	22	843
Gifted/talented program																						
Yes	0										0						700	68	27	3	1	866
No	75	10	13	35	47	12	16	18	24	844	75	13	47	16	24	844	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 8
 SAU: Freeport School Department
 School: Freeport Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	0	0	0	0	5	100	820	7	0	0	0	100	820	8	8	24	24	44	833
B. less than one hour	33	2	8	13	52	7	28	3	12	841	33	8	52	28	12	841	51	12	38	26	23	842
C. one to two hours	60	8	18	22	49	5	11	10	22	847	60	18	49	11	22	847	36	19	40	23	19	845
D. more than two hours	0										0						5	19	36	22	23	844
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	24	7	41	10	59	0	0	0	0	860	24	41	59	0	0	860	28	33	41	15	11	852
B. good	40	1	3	14	48	6	21	8	28	840	40	3	48	21	28	840	45	11	43	25	21	842
C. fair	32	1	4	9	39	4	17	9	39	837	32	4	39	17	39	837	21	3	27	35	35	834
D. poor	4	0	0	0	0	2	67	1	33	829	4	0	0	67	33	829	5	2	14	30	54	828
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	28	6	29	12	57	2	10	1	5	853	28	29	57	10	5	853	28	23	41	21	15	848
B. They match some of what I have learned.	61	4	9	19	41	8	17	15	33	840	61	9	41	17	33	840	52	13	40	25	21	843
C. They match just a little of what I have learned.	9	0	0	4	57	2	29	1	14	839	9	0	57	29	14	839	16	8	28	30	34	836
D. There is no match.	1	0	0	0	0	0	0	1	100	814	1	0	0	0	100	814	4	5	15	22	58	826
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	16	0	0	5	42	3	25	4	33	835	16	0	42	25	33	835	32	6	34	29	32	837
B. about the same as my regular schoolwork	59	5	11	19	43	7	16	13	30	842	59	11	43	16	30	842	52	13	41	25	20	843
C. easier than my regular schoolwork	25	5	26	11	58	2	11	1	5	853	25	26	58	11	5	853	16	39	35	13	13	853
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	32	3	13	11	46	3	13	7	29	842	32	13	46	13	29	842	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	59	7	16	21	48	7	16	9	20	846	59	16	48	16	20	846	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	9	0	0	3	43	2	29	2	29	835	9	0	43	29	29	835	7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	2	100	0	0	0	0	850	3	0	100	0	0	850	34	18	40	22	20	845
B. two or three days a week	25	4	21	8	42	3	16	4	21	846	25	21	42	16	21	846	35	14	38	26	21	843
C. two or three times each month	51	5	13	17	45	6	16	10	26	843	51	13	45	16	26	843	18	12	37	27	24	841
D. never or almost never	21	1	6	8	50	3	19	4	25	840	21	6	50	19	25	840	13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	73	7	13	29	53	10	18	9	16	846	73	13	53	18	16	846	9	13	38	23	26	841
B. two or three days a week	17	3	23	6	46	1	8	3	23	847	17	23	46	8	23	847	17	11	37	26	26	841
C. two or three times each month	4	0	0	0	0	1	33	2	67	823	4	0	0	33	67	823	28	15	40	25	20	844
D. never or almost never	5	0	0	0	0	0	0	4	100	814	5	0	0	0	100	814	46	16	36	24	23	843
How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult."																						
A. strongly agree	52	7	18	17	44	8	21	7	18	847	52	18	44	21	18	847	52	19	41	22	18	846
B. agree	44	3	9	17	52	4	12	9	27	842	44	9	52	12	27	842	39	11	35	27	27	840
C. disagree	4	0	0	1	33	0	0	2	67	826	4	0	33	0	67	826	6	7	28	26	39	835
D. strongly disagree	0										0						3	4	25	28	43	832
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	852	100	0	100	0	0	852						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number

SCIENCE RESULTS

Test Date: March 2009
Grade: 8
SAU: Freeport School Department
School: Freeport Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	24	32	24	32	2155	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	39	52	39	52	6687	47
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	9	12	9	12	3672	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	3	4	3	4	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	37.2	66.4	37.2	66.4	32.0	57.1
D. The Physical Setting	31	55	19.9	64.2	19.9	64.2	17.1	55.2
D1/D2 Earth/Space	17	30	10.7	62.9	10.7	62.9	9.4	55.3
D3/D4 Matter and Energy/Force and Motion	14	25	9.1	65.0	9.1	65.0	7.7	55.0
E. The Living Environment	25	45	17.4	69.6	17.4	69.6	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: Freeport School Department
 School: Freeport Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	75	24	32	39	52	9	12	3	4	854	75	32	52	12	4	854	14263	15	47	26	12	846
Ethnicity																						
African American/Black	1										1						360	4	31	35	30	835
American Indian or Native Alaskan	1										1						114	8	39	31	22	839
Asian or Pacific Islander	2										2						230	20	44	23	13	848
Hispanic	0										0						184	9	45	29	16	842
Caucasian/White	71	22	31	37	52	9	13	3	4	854	71	31	52	13	4	854	13375	15	47	25	12	846
Not Reported	0										0						0					
Identified disability																						
Yes	10	1	10	3	30	3	30	3	30	839	10	10	30	30	30	839	2221	3	22	36	38	832
No	65	23	35	36	55	6	9	0	0	857	65	35	55	9	0	857	12042	17	51	24	7	848
Current LEP																						
Yes	1										1						331	4	20	39	37	832
No	74	24	32	38	51	9	12	3	4	854	74	32	51	12	4	854	13932	15	48	25	12	846
Economically disadvantaged																						
Yes	16	3	19	7	44	4	25	2	13	846	16	19	44	25	13	846	5184	6	40	33	21	840
No	59	21	36	32	54	5	8	1	2	857	59	36	54	8	2	857	9079	20	51	21	8	849
Migrant																						
Yes	0										0						5	0	0	80	20	829
No	75	24	32	39	52	9	12	3	4	854	75	32	52	12	4	854	14258	15	47	26	12	846
Gender																						
Female	36	13	36	15	42	7	19	1	3	853	36	36	42	19	3	853	6953	14	47	28	11	846
Male	39	11	28	24	62	2	5	2	5	855	39	28	62	5	5	855	7310	16	46	24	13	846
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						828	5	35	40	20	839
No	75	24	32	39	52	9	12	3	4	854	75	32	52	12	4	854	13435	16	48	25	12	846
Gifted/talented program																						
Yes	0										0						699	65	34	2	0	865
No	75	24	32	39	52	9	12	3	4	854	75	32	52	12	4	854	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 8
 SAU: Freeport School Department
 School: Freeport Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	2	40	1	20	2	40	833	7	0	40	20	40	833	8	8	34	28	30	837
B. less than one hour	33	9	36	14	56	1	4	1	4	854	33	36	56	4	4	854	51	14	48	27	11	846
C. one to two hours	60	15	33	23	51	7	16	0	0	857	60	33	51	16	0	857	36	19	48	24	9	848
D. more than two hours	0										0						5	17	49	20	14	847
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	15	6	55	4	36	1	9	0	0	863	15	55	36	9	0	863	23	27	47	17	8	851
B. good	57	15	35	23	53	4	9	1	2	855	57	35	53	9	2	855	53	15	50	26	10	847
C. fair	27	3	15	11	55	4	20	2	10	847	27	15	55	20	10	847	20	4	43	35	18	840
D. poor	1	0	0	1	100	0	0	0	0	860	1	0	100	0	0	860	4	4	27	34	35	834
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	43	10	31	17	53	5	16	0	0	855	43	31	53	16	0	855	26	20	49	23	9	849
B. They match some of what I have learned.	49	14	38	19	51	2	5	2	5	856	49	38	51	5	5	856	51	14	48	26	11	846
C. They match just a little of what I have learned.	8	0	0	3	50	2	33	1	17	840	8	0	50	33	17	840	18	13	44	28	15	844
D. There is no match.	0										0						4	5	33	30	32	836
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	27	7	35	10	50	2	10	1	5	853	27	35	50	10	5	853	32	13	45	28	14	844
B. about the same as my regular schoolwork	65	15	31	25	51	7	14	2	4	854	65	31	51	14	4	854	56	15	49	25	11	847
C. easier than my regular schoolwork	8	2	33	4	67	0	0	0	0	858	8	33	67	0	0	858	11	21	43	22	13	847
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	37	7	25	16	57	4	14	1	4	854	37	25	57	14	4	854	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	60	17	38	21	47	5	11	2	4	855	60	38	47	11	4	855	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	2	100	0	0	0	0	852	3	0	100	0	0	852	6	8	36	29	26	839
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	30	3	14	16	73	3	14	0	0	852	30	14	73	14	0	852	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	20	5	33	9	60	1	7	0	0	856	20	33	60	7	0	856	23	17	49	22	12	847
C. the course(s) described in B, plus physics	19	8	57	3	21	2	14	1	7	859	19	57	21	14	7	859	21	31	44	17	7	852
D. a life science and physical science class	31	7	30	11	48	3	13	2	9	851	31	30	48	13	9	851	30	7	46	32	14	842
How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."																						
A. strongly agree	24	9	50	8	44	1	6	0	0	860	24	50	44	6	0	860	27	23	47	20	10	849
B. agree	32	6	25	15	63	3	13	0	0	855	32	25	63	13	0	855	37	14	47	27	12	846
C. disagree	37	9	32	13	46	4	14	2	7	853	37	32	46	14	7	853	25	11	48	29	12	845
D. strongly disagree	7	0	0	3	60	1	20	1	20	839	7	0	60	20	20	839	11	9	44	31	17	842
How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."																						
A. strongly agree	27	10	50	6	30	4	20	0	0	857	27	50	30	20	0	857	31	22	46	22	10	849
B. agree	56	13	31	24	57	3	7	2	5	855	56	31	57	7	5	855	50	14	49	26	11	846
C. disagree	15	1	9	8	73	1	9	1	9	848	15	9	73	9	9	848	14	9	45	31	15	843
D. strongly disagree	3	0	0	1	50	1	50	0	0	844	3	0	50	50	0	844	5	3	38	34	25	837
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	858	100	0	100	0	0	858						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number